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ABSTRACT

The workshop manual is designed to provide an overview of the information dissemination process for PRISE (Pennsylvania Resources and Information Center for Special Education), which provides information in response to requests from special educators throughout the state. The following aspects of the workshop are discussed (sample subtopics in parentheses): the opening session; goal, competencies, and activities (to train skilled information consultants within each intermediate unit as part of a special education information dissemination system); agenda of the 1-day workshop; training outline (eight steps of the information dissemination process); eligibility interaction; simulation activities with observers; suggestions for getting started (PRISE assistance in implementing a new information system); and training evaluation. Also included are sample transparencies used in the workshop and a reference guide handbook to PRISE policies, services, procedures, and resources. (CL)

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PRISE

pennsylvania resources and information center for special education

LIAISON TRAINING WORKSHOP

part of the development of a statewide dissemination network

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SECTION I

BACKGROUND

The Pennsylvania Resources and Information Center for Special Education (PRISE) is a statewide information dissemination program. Since 1969, PRISE has been providing information in response to requests from special educators throughout Pennsylvania.

The need to develop the framework for a structured statewide dissemination management system at PRISE evolved from the dissemination requirements for comprehensive personnel development in Part B of the Education of the Handicapped Act, Public Law 94-142. After reviewing several state dissemination models and the literature on dissemination, and consulting with the Directors of Special Education from the 29 Pennsylvania Intermediate Units, the PRISE liaison model was developed. The model specified identifying, training, and working with a PRISE resource person (liaison) within each intermediate unit. The PRISE Liaisons were selected by the intermediate unit Directors of Special Education and were all employees of the intermediate units. They were trained by PRISE staff members during a one day workshop held in Harrisburg (selected for its accessibility and centralized location). The training focused on the nature of the PRISE project and the types of services it provides; and on the procedures used for screening for client eligibility and in negotiating an information request.

The workshop included a slide tape presentation on PRISE and an overview of the information dissemination process. The liaisons were divided into two smaller groups, and were instructed on the procedures used to determine client eligibility and to complete a PRISE request form. Liaisons

practiced taking a PRISE information request through dramatization and simulation exercises. Suggestions were also provided by project staff on getting started as a PRISE liaison, and introducing PRISE services to special educators within their intermediate units. The groups were brought together again at the end of the day for a question and answer period.

The accompanying material which represents the contents of this one day workshop, has been documented to assist others who may be involved in implementing an information dissemination system.

SECTION II

OPENING SESSION

The opening session of the workshop included a brief definition of information dissemination. It placed the evolution of the new PRISE system within the perspective of national and state information dissemination activities. It traced the development of the PRISE Liaison model and outlined the Liaison role within the model.

A slide/tape presentation introduced participants to PRISE information services and demonstrated how information was to be requested through the PRISE Liaison.

SECTION III

PRISE LIAISON TRAINING SESSION

GOAL, COMPETENCIES, ACTIVITIES

GOAL: To train skilled information consultants within each intermediate unit as part of a special education information dissemination system.

COMPETENCY	ACTIVITY
At the end of the training session, participants will be able to:	
1. Describe services provided by PRISE	Overview of PRISE
2. Describe the role of a PRISE Liaison	Explanation of activities
3. Screen for eligible PRISE clients	Simulation: Determining eligibility
4. Complete the PRISE request forms and write a specific statement of the information request	Explanation of forms; Simulation: taking a PRISE request

SECTION IV

PRISE LIAISON

TRAINING WORKSHOP

Thursday, November 2, 1978

AGENDA

9:30 - 10:00 a.m.	Registration
10:00 - 10:30 a.m. (All participants)	Welcoming remarks and introductions Overview of PRISE Outline of training workshop
10:30 - 12:00 p.m. (Small group sessions)	Overview of PRISE Information Dissemination Process Liaison role Determining client eligibility Completing PRISE Request Form PRISE role Validating the request Compiling the information package Introduction to print resources Introduction to cooperating resource programs
12:15 - 1:15 p.m.	Lunch
1:30 - 2:30 p.m.	Practice in taking a PRISE request Dramatization Simulation
2:30 - 3:00 p.m. (Small group sessions)	Setting up and getting started as a PRISE Liaison
3:00 - 4:00 p.m. (All participants)	Summary Questions and Answers

SECTION V

TRAINING OUTLINE

Each participant received a copy of the training outline, which summarized the PRISE Information Dissemination Process. While the entire process was covered, the role of the Liaison within the process received major emphasis. At this point, Liaisons were trained in determining client eligibility, negotiating an information request, and filling in PRISE information request forms.

Additional materials used to support this part of the training included an eligibility interaction (Section VI) and a set of transparencies (Section VII).

PRISE

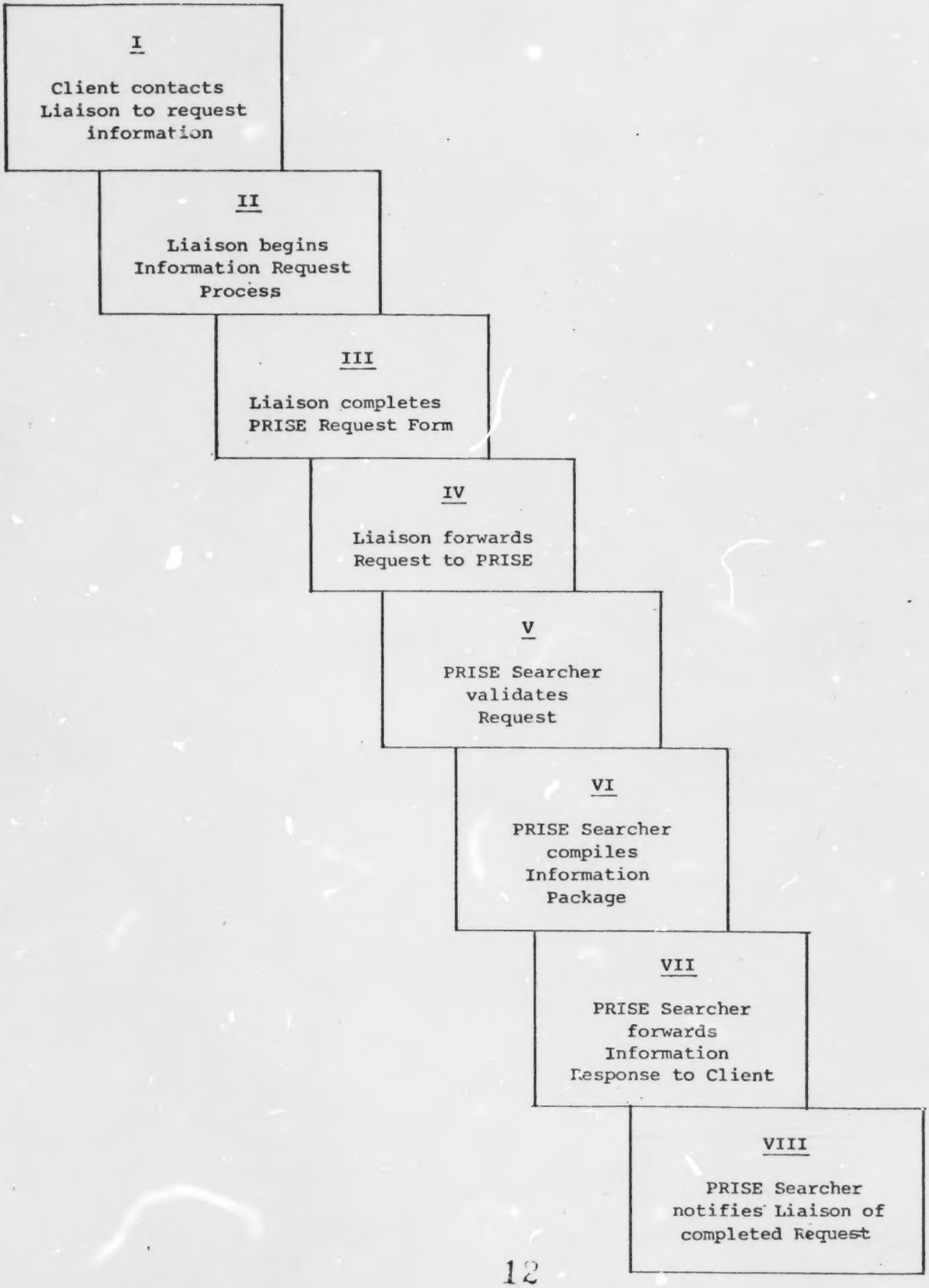
pennsylvania resources and information center for special education

LIAISON TRAINING OUTLINE

november 1978

kathleen s. ewell, project director
carole l. norris, project supervisor

PRISE INFORMATION DISSEMINATION PROCESS



SECTION OUTLINE	NOTES

I. CLIENT CONTACTS LIAISON

A. Methods: Phone, Person, Mail

1. Communicating with a client over the phone or in person promotes a better understanding of the client's information request.

2. If you receive the request by mail, fill in as much of the PRISE Request Form as you can. Then attach the letter to the form and mail both to PRISE.

II. LIAISON BEGINS INFORMATION REQUEST PROCESS

A. Ask general questions such as:

1. Who are you?

2. Where are you working?

3. What kind of information do you need?

4. How do you plan to use the information?

Note: Answers to the above will help you determine the eligibility of the client, and to select the appropriate PRISE Request Form to be used. There are two PRISE Request Forms. Form A is used for requests for information from the research literature. Most requests will be processed on this form.

Form B is only for requests to search NIMIS, the National Instructional Materials Information System, a computerized data base of information on instructional materials used in educating handicapped students.

SECTION OUTLINE	NOTES
III. LIAISON COMPLETES PRISE REQUEST FORM	
A. Working with PRISE Request Form A	
1. Sections 1, 2, 3	
a. Accurate client information is important. It is used for mailing, for collecting usage data, and for annual evaluation reporting.	
b. Sections 1 & 2 help determine client eligibility.	
1. Eligible population includes teachers, administrators, and other special education personnel throughout Pennsylvania working in approved school programs for handicapped children.	
2. Eligibility list does not include:	
a. college students, teachers working on advanced degrees, faculty or any other higher education personnel.	
b. regular educators	
c. general population, businesses, agencies, etc.	
c. Section 3 identifies the IU and Liaison associated with the request, and records pertinent dates.	
2. Section 4	
a. An accurate statement of the client's request is the heart of the Information Request Process. General guidelines helpful for this step include:	
1) Listening carefully to the client's question.	
2) Jotting down key phrases, terms used.	

SECTION OUTLINE	NOTES

2. Section 4 (Continued)

    3) Communicating your understanding of the question to the client. (Is this what you said?)

    4) Encouraging the client to be as specific as possible. (Use Section 7 to help you make the request specific.)

    5) Underlining key words in the statement and repeating them to client for verification.

3. Section 5

    a. Asking for the purpose is another way of helping the client communicate what he or she needs. It may be helpful to ask questions like:

        1) How will this information be used?

        2) What do you need the information for?

    b. In recording the purpose, check the appropriate space whenever it is possible.

    c. Extra space is also provided under OTHER to elaborate on the purpose. Expanding on the client's purpose here will help clarify the information request for the PRISE Searcher.

4. Section 6

    a. This tells the PRISE Searcher a client's preference in terms of response format. This will be used as a guideline but the PRISE Searcher may find it more efficient to select a different response format based on existing resources.

SECTION OUTLINE	NOTES

III. LIAISON COMPLETES PRISE REQUEST FORM (Continued)

5. Section 7

a. Use to zero in on specifics of the request.

B. Working with PRISE Request Form B (NIMIS)

1. Working with Form B is very similar to working with Form A. However, since Form B is used only for searching the National Instructional Materials Information System (NIMIS) data base, the questions designed to refine the request relate specifically to locating information on instructional materials used in educating handicapped students.

2. Sections 1, 2, 3, 4 on Form B are exactly the same as Form A.

3. Sections 5, 6, 7. The intent of these sections is the same on both forms. However, the specific categories under each section vary.

Note: NIMIS currently contains descriptions of over 36,000 items. By January 1979, an additional 13,500 new entries are anticipated. While this data base is a valuable information resource, it is not all inclusive. For additional sources of information on instructional materials, you should regularly refer clients to their regional SERRC (Special Education Regional Resource Center).

IU's	Refer to	Region
18 - 26		Eastern SERRC
8 - 17, 29		Central SERRC
1 - 7, 27, 28		Western SERRC

The PRISE Liaison Handbook, page 15, item 1 provides addresses and phone numbers for the three SERRCs.

SECTION OUTLINE	NOTES
IV. LIAISON FORWARDS REQUEST TO PRISE A. Generally this will involve mailing a completed request form to PRISE. Please include any correspondence or notes that may be helpful. V. PRISE SEARCHER VALIDATES REQUEST A. A PRISE Searcher will examine the request form and check for both client eligibility and for a clear, workable statement of the information request. 1. If the form is incomplete or unclear, the searcher will contact either you or the client for additional information. VI. PRISE SEARCHER COMPILES INFORMATION PACKAGE A. Based on the client request and the existing resources, a PRISE Searcher will formulate the search structure, perform the research and compile the information response. VII. PRISE SEARCHER FORWARDS INFORMATION RESPONSE TO CLIENT A. The format of the information response varies with the client request and the resources used by the searcher. 1. The client may receive: a) a telephone call with ready reference information. b) a computer produced bibliography with abstracts.	

SECTION OUTLINE	NOTES
VII. PRISE SEARCHER FORWARDS INFORMATION RESPONSE TO CLIENT (Continued) c) a PRISE bibliography. d) selected articles, excerpts or abstracts. e) or a combination of the above. 2. The information package is sent directly to the client. VIII. PRISE SEARCHER NOTIFIES LIAISON OF COMPLETED REQUEST A. When the information is forwarded to the client, the Liaison will receive a copy of the letter enclosed in the information package.	

PRISE REQUEST FORM A

Search No. _____
Log No. _____
Log Out _____

PRISE Liaison: Complete sections 1 through 7

1. Name _____

Title _____

School District _____

School/Agency _____

Address _____

City _____ State _____

Zip _____ Phone _____

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other _____

3. I.U. Name/Number _____

Date Received _____

Date Required _____

Date Forwarded _____

Liaison _____

4. Concise Statement of Request. Underline Key Words. _____

5. PURPOSE:
( ) Administrative planning; ( ) Classroom instruction; ( ) Curriculum development; ( ) Evaluation;
( ) Program development; ( ) Proposal developments/Grants ( ) Staff development/Inservice;
( ) Other _____

6. SEARCH RESULT:
Quantity/Format - ( ) Computer printout (includes abstracts); ( ) Prise bibliography; ( ) Few selected articles;
( ) Review of literature (includes bibliography and articles)

Level - ( ) General overview; ( ) Technical; ( ) Both

7. Additional Instructions/Information:

Exceptionality _____

Chronological age _____ Grade Level _____

Any known relevant citations/authorities _____

Sources consulted by client _____

Time span: ( ) 5 Years; ( ) Other _____

Other _____

PRISE REQUEST FORM B (NIMIS)

Search No. _____
Log No. _____
Log Out _____

PRISE Liaison: Complete sections 1 through 7

1. Name _____

Title _____

School District _____

School/Agency _____

Address _____

City _____ State _____

Zip _____ Phone _____

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other _____

3. I.U. Name/Number _____

Date Received _____

Date Required _____

Date Forwarded _____

Liaison _____

4. Concise statement of problem. Underline key words. _____

5. PURPOSE:

( ) Selection of Materials for: ___Individual classroom use; ___Inservice/workshops; ___Resource center; ___Curriculum planning;
( ) Research;
( ) Other _____

6. SEARCH RESULT:

Quantity: ( ) Few selected references; ( ) Complete listing; Note: Format will be computer printout with abstracts.

7. SEARCH REQUIREMENT:

Curriculum/concept/skill area _____

Exceptionality _____

Age _____ Grade Level _____ Reading Level _____

Interest Level _____ Ability Level _____

FORMAT: ( ) Any; ( ) Book; ( ) Workbook; ( ) Manipulative; ( ) Game; ( ) Puzzle;
( ) Transparencies/Visuals; ( ) Film; ( ) Filmstrip; ( ) Record/Audiocassette;
( ) Other (specify) _____

Any known appropriate materials: _____

Other: _____

Form B P-1 White — PRISE 20 Canary — PRISE Liaison 9/78 CN

BIBLIOGRAPHY OF RESOURCE AIDS

The documents listed below are provided to each of you primarily to help you in becoming familiar with the vocabularies of the data bases most frequently used by the PRISE Searcher. Some familiarity with these vocabularies will help you write clear, concise statements of problems.

Thesaurus of ERIC Descriptors, 7th Edition. 1977. 475 pp.

Available from:

MacMillan Information Corporation
866 3rd Avenue
New York, N.Y. 10022

Price: $9.95

A comprehensive list of educational subject headings. Used to search *Resources in Education* and *Current Index to Journals in Education* in the ERIC data base and *Exceptional Child Education Resources* in the Council for Exceptional Children data base.

*Useful for PRISE Request Form A.

Thesaurus of Psychological Index Terms, 2nd Edition. 1977. 302 pp.

Available from:

American Psychological Association
Psych INFO Subscription Service
1200 17th St., N.W.
Washington, D.C. 10036

Price: $12.00

A comprehensive list of psychological subject headings. Used to search the *Psychological Abstracts* data base.

*Useful for PRISE Request Form A.

Instructional Materials Thesaurus for Special Education, 3rd Edition. 1976. 65 pp.

Available from:

Ohio State University Press
Publications Sales Division
2070 Neil Avenue
Columbus, OH 43210

Price. $2.50

A list of subject headings relevant to special education instructional materials information. Used to search the NIMIS I (National Instructional Materials Information System) data base.

*Useful for PRISE Request Form B.

Master Catalog of NIMIS/NICSEM Special Education Information. 1978. 2 volumes.

Available from:

University of Southern California
NICSEM
University Park
Los Angeles, CA 90007

Price: $121.00

Contains the total NIMIS I data base of approximately 36,000 abstracts describing special education instructional materials.

*Useful for PRISE Request Form B. Provides familiarity with the kinds of information available through NIMIS I.

COOPERATING RESOURCE PROGRAMS

PRISE cooperates with other resource support programs in Pennsylvania to extend our information dissemination capabilities. As part of this effort, we are a component of the Pennsylvania Special Education Resource Network. We have also been designated as the Pennsylvania liaison to the National Information Center for Special Education Materials (NICSEM).

Cooperating resource programs include:

1. Special Education Regional Resource Centers (SERRCs)

   Dr. Hal Chew, Director
   Western Pennsylvania Special Education Resource
   and Instructional Materials Center
   5347 William Flynn Highway
   Gibsonia, Pennsylvania 15044
   Telephone: 412-443-7821

   Dr. Annette Rich, Director
   Central Pennsylvania Special Education Center
   5601 Front Street
   Harrisburg, Pennsylvania 17110
   Telephone: 717-599-5771

   Mrs. Kathleen S. Ewell, Director
   Eastern Pennsylvania Regional Resources Center
   for Special Education
   1013 West 9th Avenue
   King of Prussia, Pa. 19406
   Telephone: 215-265-7321

   Instructional media and materials for trial and loan, instructional materials information, and consultation on curriculum methods and materials are available regionally through three Special Education Regional Resource Centers (SERRCs) located in Pittsburgh, Harrisburg and King of Prussia.

2. National Learning Resource Center of Pennsylvania (NLRC/P)

   Dr. James B. Duffey, Director
   National Learning Resource Center of Pennsylvania
   500 Valley Forge Plaza
   1150 First Avenue
   King of Prussia, Pa. 19406
   Telephone: 215-265-3706

   The National Learning Resource Center of Pennsylvania (NLRC/P) provides technical assistance in the IEP process.

3. Coordination and Outreach Network for the Needs of Exceptional Children Today (CONNECT).

   Mr. Frederick M. Davis, Project Director
   CONNECT
   236 Union Deposit Mall
   Harrisburg, Pa. 17111
   Telephone: 717-783-3238

   Coordination and Outreach Network for the Needs of Exceptional Children Today (CONNECT) focuses on preschool resources, and the development of a statewide child tracking system.

4. Miss Elinor Long, Consultant
Support Services for the Visually Handicapped
Bureau of Special Education
Commonwealth of Pennsylvania
P.O. Box # 911
Harrisburg, Pa. 17126
Telephone: 717-787-4714

Dr. Annette Rich, Director
Pennsylvania Materials Center for the Visually Handicapped
(PMCVH)
5601 North Front Street
Harrisburg, Pa. 17110
Telephone: 717-599-5771

5. Mr. Robert Lent, Director
Pennsylvania Materials Center for the Hearing Impaired
(PMCHI)
BLaST Intermediate Unit # 17
469 Hepburn Street
Hepburn Plaza
Williamsport, Pa. 17701
Telephone: 717-323-8561

Harrisburg Office: 1-A North Progress Avenue
Harrisburg, Pa. 17109
Telephone: 717-783-3882

Specialized materials and information for the visually handicapped and hearing impaired are available through the Pennsylvania Materials Center for the Visually Handicapped (PMCVH), and the Pennsylvania Materials Center for the Hearing Impaired (PMCHI).

6. Mr. Richard Brickley, Director
Research and Information Services for Education (RISE)
198 Allendale Road
King of Prussia, Pa. 19406
Telephone: 215-265-6056

RISE is a statewide information center serving the Pennsylvania educational community. RISE also offers assistance to educators through the Pennsylvania Diffusion Plan and serves as the Pennsylvania State Facilitator for the National Diffusion Network.

7. National Information Center for Special Education Materials (NICSEM)

Dr. Tom Risner, Project Director
University of Southern California
University Park
Los Angeles, CA 90007
Telephone: 800-421-8711

NICSEM provides state education agencies, and their designated liaison, with information on the availability and use of instructional materials for handicapped children. This information is provided primarily through the National Instructional Materials Information System (NIMIS), a computerized data base operated by NICSEM.

SECTION VI

ELIGIBILITY INTERACTION

Participants covered a variety of client eligibility situations, selected from actual requests, in order to develop an understanding of guidelines and some familiarity with the process. The interaction involved distributing numbered eligibility simulations, and assigning corresponding numbers at random. Participants related their situation to the group, and the person holding the corresponding number responded with an eligibility decision. Open group discussion followed.

24

1

I TEACH THIRD GRADE EDUCABLE MENTALLY HANDICAPPED CHILDREN. I NEED INFORMATION TO HELP THEM IN SOCIAL ADJUSTMENT.

2

I AM A HIGH SCHOOL PRINCIPAL. WE ARE SETTING UP A RESOURCE ROOM FOR OUR KIDS. CAN YOU SEND ME INFORMATION.

3

I AM A TEACHER IN AN I.U. PRESCHOOL PROGRAM. THERE ARE SEVERAL PHYSICALLY HANDICAPPED CHILDREN IN THE PROGRAM. I WOULD LIKE INFORMATION ON TECHNIQUES TO ENHANCE THE SELF-CONCEPT OF THESE CHILDREN.

4

I AM A PHYSICAL EDUCATION TEACHER IN A JUNIOR HIGH SCHOOL. I HAVE EMR AND HEARING-IMPAIRED STUDENTS BEING SENT IN FROM INTERMEDIATE UNIT PROGRAMS FOR GYM CLASSES. I AM CALLING TO ASK FOR ADAPTED PHYSICAL EDUCATION ACTIVITIES APPROPRIATE FOR THIS POPULATION.

5

I AM A READING TEACHER IN A JUNIOR HIGH SCHOOL. I WORK WITH CHILDREN READING BELOW GRADE LEVEL. I NEED INFORMATION ON HIGH INTEREST LOW LEVEL MATERIALS.

6

I AM A SPEECH THERAPIST. I NEED CURRENT INFORMATION FOR WORKING WITH STUDENTS WHO STUTTER.

7

I AM A TEACHER OF THE MENTALLY RETARDED. I WOULD LIKE INFORMATION ON LANGUAGE DEVELOPMENT OF DOWN'S SYNDROME CHILDREN TO BE USED IN THE PREPARATION OF A PAPER FOR A COLLEGE COURSE.

8

I AM A LOCAL PEDIATRICIAN AND I NEED INFORMATION ON CONTROLLING HYPERACTIVITY THROUGH DIET. THIS IS FOR AN ELEMENTARY SCHOOL AGED CHILD WHO IS IN A SPECIAL CLASS IN THE PUBLIC SCHOOL.

9

I AM A HOMEBOUND TEACHER WORKING THROUGH AN I.U. PROGRAM. I'M GOING TO BE WORKING WITH A NON-VERBAL CHILD. I HAVE NEVER WORKED WITH A NON-VERBAL CHILD AND WANT INFORMATION ON ACADEMIC PROGRAMMING.

10

I AM CURRICULUM COORDINATOR FOR THE DISTRICT. WE ARE REVAMPING OUR CAREER ED CURRICULUM FOR REGULAR AND SPECIAL EDUCATION, K-12.

11

I AM A COLLEGE PROFESSOR. I NEED INFORMATION ON EARLY IDENTIFICATION AND EARLY INTERVENTION WITH LEARNING-DISABLED STUDENTS. THE INFORMATION IS TO BE USED IN TRAINING SPECIAL EDUCATION TEACHERS.

12

I AM A RESOURCE ROOM TEACHER AND NEED A LIST OF APPROPRIATE INSTRUCTIONAL MATERIALS TO HELP DEVELOP MEMORY SKILLS IN LEARNING DISABLED ADOLESCENTS.

13

I AM A STUDENT TEACHER ASSIGNED TO A SECONDARY LEVEL ED CLASS. I NEED INFORMATION ON BEHAVIOR MANAGEMENT SYSTEMS FOR THAT CLASSROON.

14

I AM A REGULAR CLASSROOM TEACHER. I THINK SOME OF MY STUDENTS ARE RETARDED OR LEARNING DISABLED. I WOULD LIKE INFORMATION ON SOME SCREENING TESTS WHICH I CAN ADMINISTER IN THE CLASSROOM.

15

I AM A LIBRARIAN WHO NEEDS INFORMATION ON TEACHING TMR STUDENTS TO USE THE LIBRARY. I FREQUENTLY HAVE TMR JUNIOR HIGH LEVEL STUDENTS VISITING SINCE THEY ARE MAINSTREAMED IN MY SCHOOL.

16

I AM LEGAL REPRESENTATIVE FOR A FAMILY INVOLVED IN A DUE PROCESS HEARING TO CHALLENGE A SPECIAL CLASS PLACEMENT. I NEED A COPY OF THE STATE STANDARDS AND INFORMATION ON LEAST RESTRICTIVE ENVIRONMENT.

17

I AM A TEACHER OF THE GIFTED. I WOULD LIKE INFORMATION TO DEVELOP A PROGRAM IN SCIENCE AND MATHEMATICS. ANY EXISTING PROGRAMS OR CURRICULA WOULD BE HELPFUL.

18

I AM A DIAGNOSTIC PRESCRIPTIVE TEACHER WORKING AT AN OSTEOPATHIC HOSPITAL. I AM CALLING FOR INFORMATION ON DIAGNOSTIC READING INVENTORIES.

19

I AM A SPECIAL EDUCATION TEACHER TEACHING IN A RESOURCE ROOM AND TAKING GRADUATE WORK FOR MY MASTERS DEGREE. I AM CALLING TO ASK FOR INFORMATION TO WRITE A COURSE PAPER ON COUNSELING PARENTS OF MENTALLY RETARDED STUDENTS.

20

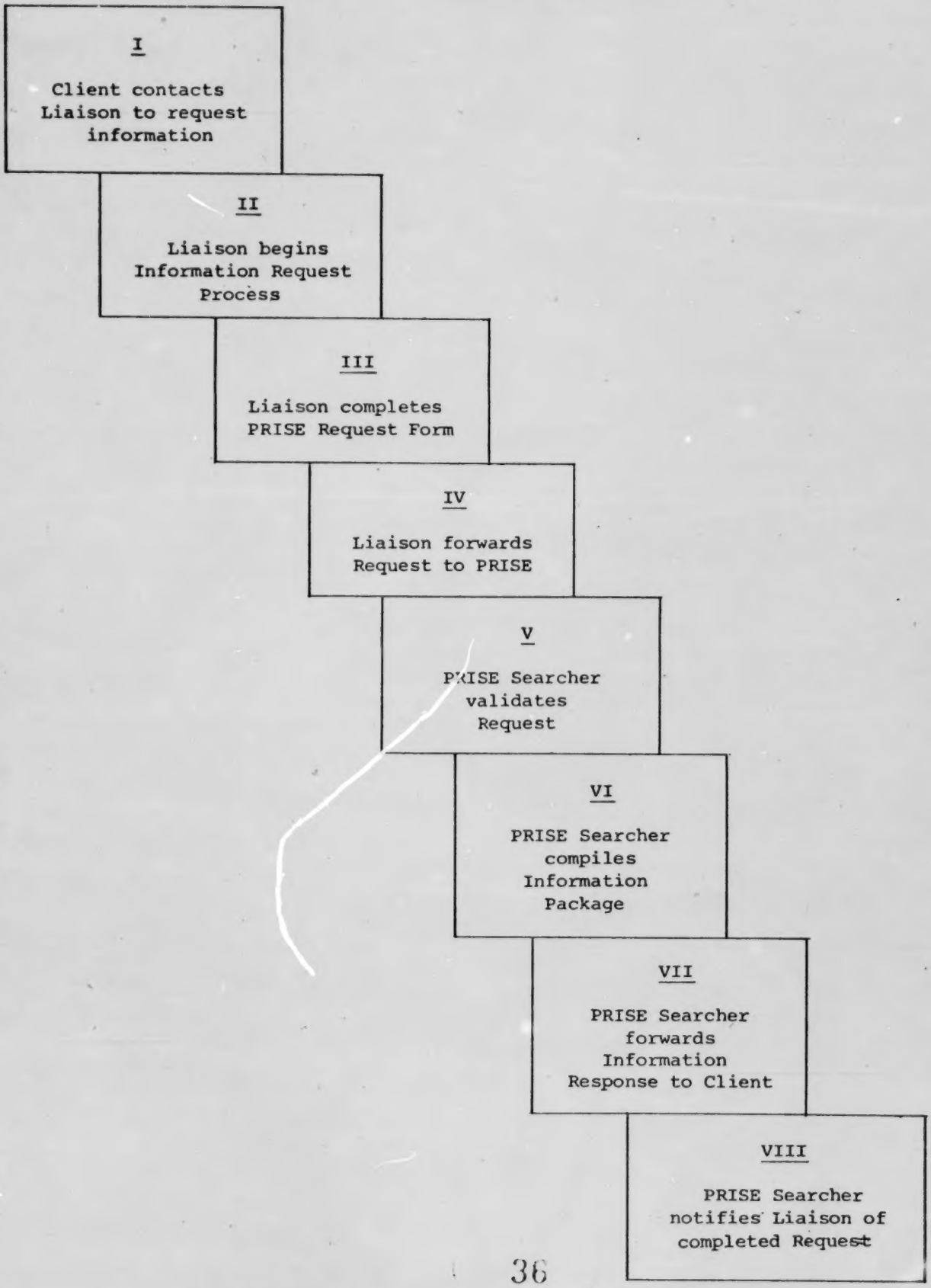
I AM A REGULAR CLASS TEACHER TAKING COURSES IN SPECIAL EDUCATION. I WILL BE TEACHING IN AN LD CLASS NEXT YEAR AND NEED INFORMATION ON HYPERACTIVITY IN YOUNG LD CHILDREN.

SECTION VII

TRANSPARENCIES

The following set of transparency originals was used as a visual aid for the material covered in the training outline (Section V).

PRISE INFORMATION DISSEMINATION PROCESS



1. Client Contacts Liaison

II. Liaison Begins Information Request Process

A. Ask general questions such as:

1. Who are you?
2. Where are you working?
3. What kind of information do you need?
4. How do you plan to use the information?

PRISE REQUEST FORM A

Search No. _____
Log No. _____
Log Out _____

PRISE Liaison: Complete sections 1 through 7

1. Name _____

Title _____

School District _____

School/Agency _____

Address _____

City _____ State _____

Zip _____ Phone _____

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other _____

3. I.U. Name/Number _____

Date Received _____

Date Required _____

Date Forwarded _____

Liaison _____

4. Concise Statement of Request. Underline Key Words. _____

5. PURPOSE:

( ) Administrative planning; ( ) Classroom instruction; ( ) Curriculum development; ( ) Evaluation;
( ) Program development; ( ) Proposal developments/Grants ( ) Staff development/Inservice;
( ) Other _____

6. SEARCH RESULT:

Quantity/Format - ( ) Computer printout (includes abstracts); ( ) Prise bibliography; ( ) Few selected articles;
( ) Review of literature (includes bibliography and articles)

Level - ( ) General overview; ( ) Technical; ( ) Both

7. Additional Instructions/Information:

Exceptionality _____

Chronological age _____ Grade Level _____

Any known relevant citations/authorities _____

Sources consulted by client _____

Time span: ( ) 5 Years; ( ) Other _____

Other _____

Form A P-1 White — PRISE Canary — PRISE Liaison 9/78 CN

Search No. _____
Log No. _____
Log Out _____

PRISE Liaison: Complete sections 1 through 7

1. Name _____

Title _____

School District _____

School/Agency _____

Address _____

City _____ State _____

Zip _____ Phone _____

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other _____

3. I.U. Name/Number _____

Date Received _____

Date Required _____

Date Forwarded _____

Liaison _____

4. Concise statement of problem. Underline key words. _____

5. PURPOSE:

( ) Selection of Materials for: __ Individual use; __ Classroom use; __ Inservice/workshops; __ Resource center; __ Curriculum planning;
( ) Research;
( ) Other _____

6. SEARCH RESULT:

Quantity: ( ) Few selected references; ( ) Complete listing; Note: Format will be computer printout with abstracts.

7. SEARCH REQUIREMENT:

Curriculum/concept/skill area _____

Exceptionality _____

Age _____ Grade Level _____ Reading Level _____

Interest Level _____ Ability Level _____

FORMAT: ( ) Any; ( ) Book; ( ) Workbook; ( ) Manipulative; ( ) Game; ( ) Puzzle;
( ) Transparencies/Visuals; ( ) Film; ( ) Filmstrip; ( ) Record/Audiocassette;
( ) Other (specify) _____

Any known appropriate materials: _____

Other: _____

III. Liaison Completes PRISE Request Form

A. Working with PRISE Request Form A

1. Sections 1, 2, 3

Search No.	
Log No.	
Log Out	

PRISE Liaison: Complete sections 1 through 7

1. Name Ms. Ann Marie Marcus

Title Curriculum Coordinator

School District Upper Merion

School/Agency Administration Bldg.

Address 456 W. Church Road

City King of Prussia State Pa.

Zip 19406 Phone 373-4021

2. POSITION:

(x)Administrator/Supervisor ( ) Therapist

( )Teacher ( ) Psychologist

( )State Agency Staff

( )Support Staff/Special Education Facility

( )Other

3. I.U.Name/Number 23

Date Received 9/16/78

Date Required by 11/1/78

Date Forwarded 9/17/78

Liaison A.L.Turner

A. Working with PRISE Request Form A (con't.)

2. Section 4

4. Concise Statement of Request. Underline Key Words.

Information on use of Jr. and Sr. High students as tutors of elementary level LD and MR children. Especially interested in curricular areas of Math and Reading.

A. Working with PRISE Request Form A (con't.)

3. Sections 5, 6, 7

5. PURPOSE:

( )Administrative planning ( )Classroom instruction ( )Curriculum development
(x)Program development ( )Proposal developments/Grants ( )Staff development/Inservice
( )Evaluation ( )Other She is setting up a tutoring program, district-wide, using the above populations.

6. SEARCH RESULT:

Quantity/Format ( )Computer printout (includes abstracts) ( )Prise bibliography
( )Few selected articles (x)Review of literature (includes bibliography and articles)

Level (x)General overview ( )Technical ( )Both

7. Additional Instructions/Information

Exceptionality EMR, LD

Chronological age 6-12 yrs. Grade Level Elementary

Any known relevant citations/authorities none

Sources consulted by client none

Time span: (x) 5 years ( ) Other

Other Will take any elementary age population if information is not available on LD and MR.

PRISE REQUEST FORM A

Search No.
Log No.
Log Out

PRISE Liaison: Complete sections 1 through 7

1. Name Ms. Ann Marie Marcus
Title Curriculum Coordinator
School District Upper Merion
School/Agency Administration Bldg.
Address 456 W. Church Road
City King of Prussia State Pa.
Zip 19406 Phone 373-4021

2. POSITION:
(X) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other

3. I.U. Name/Number 23
Date Received 9/16/78
Date Required by 11/1/78
Date Forwarded 9/17/78
Liaison A.L.Turner

4. Concise Statement of Request. Underline Key Words.

Information on use of Jr. and Sr. High students as tutors of elementary level LD and MR children. Especially interested in curricular areas of Math and Reading.

5. PURPOSE:

( ) Administrative planning; ( ) Classroom instruction; ( ) Curriculum development; ( ) Evaluation;
(X) Program development; ( ) Proposal developments/Grants ( ) Staff development/Inservice;
( ) Other

She is setting up a tutoring program, district-wide, using the above populations.

6. SEARCH RESULT:

Quantity/Format - ( ) Computer printout (includes abstracts); ( ) Prise bibliography; ( ) Few selected articles;
(X) Review of literature (includes bibliography and articles)

Level - (X) General overview; ( ) Technical; ( ) Both

7. Additional Instructions/Information:

Exceptionality EMR, LD
Chronological age 6-12 yrs. Grade Level Elementary
Any known relevant citations/authorities none

Sources consulted by client none

Time span: (X) 5 Years; ( ) Other
Other Will take any elementary age population if information not available on LD and MR.

Form A P-1 White — PRISE 46 Canary — PRISE Liaison 9/78 CN

REGIONAL RESOURCES CENTER/PRISE

1013 West Ninth Avenue
King of Prussia, Pennsylvania 19406
215/265-7321

SAMPLE

PRISE Bibliography

#1334
October, 1978

B I B L I O G R A P H Y

on

TRAVEL AND MOBILITY TRAINING/MENTALLY RETARDED

Basic life functions instructional program model. Curriculum guide for children with exceptional educational needs. Madison, Wis.: Division for Handicapped Children, 1975.

Bender, M., & Valletutti, P. J. Teaching the moderately and severely handicapped: Curriculum objectives, strategies, and activities. Volume 1: Behavior, self-care, and motor skills. Baltimore, Md.: University Park Press, 1976.

Brown, R. E. Parent guide to mobility training. Pointer, Fall 1974, 19(1), 72-73.

Certo, N., et al. Community transportation: Teaching severely handicapped students to ride a public bus system. Madison, Wisc.: Madison Public Schools, 1975.

Cortazzo, A., & Sansone, R. Travel Training. Teaching Exceptional Children, May 1969, 1(3), 67-82.

Curriculum materials for the trainable mentally retarded. San Francisco, Calif.: San Francisco Unified School District, 1967.

Gall, K. Serving the severely handicapped in a rural area. Bureau Memorandum, Fall 1974, 16(1), 5-6.

Haring, N. G., & Brown, L. J. (Eds.) Teaching the severely handicapped. Volume II. New York: Grune & Stratton, 1977.

Horner, R. H. Stimulus control, transfer and maintenance of upright walking posture with a severely retarded adult. Eugene: Oregon University, 1977. (ERIC No. ED 152 001)

Jordan, E. M. Development of a mobility training program for young adult trainable mentally handicapped clients at the Ray Graham training center. Maxi II practicum report. Fort Lauderdale, Fla.: Nova University, 1975. (ERIC No. ED 125 229)

SAMPLE

Computer Printout

AN ED149554.
IN GEORGE WASHINGTON UNIV. WASHINGTON, D.C. INST. FOR EDUCATIONAL LEADERSHIP. NATIONAL PUBLIC RADIO, WASHINGTON, D.C. (88B09521; 88B11427).
TI HANDICAPPED CHILDREN IN THE CLASSROOM: PROGRAM NO. 97.
SO NOV 77.
IS RIEJUN78.
CH EC103871.
PR EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE.
NT 24P. A WEEKLY SERIES BROADCAST BY MEMBER STATIONS OF NATIONAL PUBLIC RADIO (NOVEMBER 7, 1977 FROM OPTIONS IN EDUCATION).
YR 77.
MJ HANDICAPPED-CHILDREN PEER-ACCEPTANCE REGULAR-CLASS-PLACEMENT TEACHER-ATTITUDES.
MN ELEMENTARY-SECONDARY-EDUCATION INDIVIDUALIZED-PROGRAMS PEER-RELATIONSHIP RADIO.
AB PRESENTED IS THE TRANSCRIPT OF A RADIO PROGRAM ON HANDICAPPED CHILDREN IN THE CLASSROOM. THROUGH INTERVIEWS WITH STUDENTS, TEACHERS, PARENTS, AND STATE AND LOCAL OFFICIALS, THE PROGRAM TOUCHES ON PEER ACCEPTANCE, TEACHER TRAINING, PROBLEMS WITH MAINSTREAMING, TEACHER CONCERNS ABOUT INDIVIDUALIZED EDUCATION PROGRAMS (IEPS), PARENT RIGHTS, AND THE FEELINGS AND REACTIONS OF HANDICAPPED CHILDREN.

AN ED149545.
AU GOLDMAN, LEO. FLUGMAN, BERT.
IN CITY UNIV. OF NEW YORK, N.Y. INST. FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION. NEW YORK STATE EDUCATION DEPT. ALBANY. DIV. OF OCCUPATIONAL EDUCATION SUPERVISION. (BB309260; BBB15303).
TI OCCUPATIONAL COUNSELING FOR PHYSICALLY HANDICAPPED STUDENTS: A DEMONSTRATION AND TRAINING PROJECT--PHASE II.
SO AUG 77.
IS RIEJUN78.
NO GN C76-4B-74-. RN CASE 26-7-.
CH EC103861.
PR EDRS PRICE MF-$0.83 HC-$6.01 PLUS POSTAGE.
NT 118P. FOR RELATED INFORMATION, SEE EC 092 454 AND ED 132 811; SOME PAGES MAY NOT REPRODUCE CLEARLY DUE TO PRINT QUALITY.
YR 77.
MJ COUNSELOR-TRAINING DEMONSTRATION-PROJECTS HANDICAPPED-CHILDREN PHYSICALLY-HANDICAPPED VOCATIONAL-COUNSELING VOCATIONAL-DEVELOPMENT.
MN PROGRAM-DESCRIPTIONS PROGRAM-EVALUATION REGULAR-CLASS-PLACEMENT SECONDARY-EDUCATION.
AB REPORTED ARE RESULTS OF THE SECOND YEAR OF A DEMONSTRATION AND TRAINING PROJECT TO DEVELOP AND TEST A MODEL FOR TRAINING COUNSELORS TO PROMOTE THE VOCATIONAL DEVELOPMENT OF SECONDARY LEVEL SPECIAL EDUCATION STUDENTS. AN OVERVIEW OF THE PROJECT COVERS THE NEED FOR THE PROJECT, FEATURES OF THE NEW MODEL, PROGRAM OBJECTIVES (INCLUDING THE DESIGN OF AN OCCUPATIONAL COUNSELING PROGRAM FOR MAINSTREAMED PHYSICALLY HANDICAPPED HIGH SCHOOL STUDENTS), PRESERVICE ACTIVITIES (SUCH AS SELECTION OF THE SCHOOLS AND INTERNS), AND PROJECT CONFERENCES. OUTLINED IN A SECOND SECTION ARE SUCH PROGRAM COMPONENTS AS EMPHASIS ON WORK AND CAREER, A DEVELOPMENTAL/OUTREACH/ACTIVITIES APPROACH, FIELD TRIPS TO COLLEGES AND NON-ACADEMIC SCHOOLS, GUEST SPEAKERS, EVALUATION OF FIELD TRIPS AND SPEAKERS, DEVELOPMENT OF A NEWSLETTER, PARENT MEETINGS,

III. Liaison Completes PRISE Request Form (con't)

A. Working with PRISE Request Form B

1. Sections 1, 2, 3

Search No.	
Log No.	
Log Out	

PRISE Liaison: Complete sections 1 through 7

1. Name Ms. Wanda Smith

Title Special Education Teacher

School District Council Rock

School/Agency Council Rock H.S.

Address Swamp Road

City Newtown State Pa.

Zip 18940 Phone 968-4721 ext.255

2. POSITION:

( )Administrator/Supervisor ( )Therapist
(x)Teacher ( )Psychologist
( )State Agency Staff
( )Support Staff/Special Education Facility
( )Other

3. I.U.Name/Number Bucks/22

Date Received 9/12/78

Date Required 10/20/78

Date Forwarded 9/12/78

Liaison Sally Dunbalm

42

A. Working with PRISE Request Form B (con't.)

2. Section 4

4. Concise statement of problem. Underline key words.

Instructional materials for teaching use of money to junior high EMR students

A. Working with PRISE Request Form B (con't.)

3. Sections 5, 6, 7

5. PURPOSE:

( )Selection of Materials for: _x_ Individual use; __Classroom use;
__Inservice/workshops; __Resource center; __Curriculum planning;

( )Research:

( )Other

6. SEARCH RESULT:

Quantity: (x)Few selected references; ( )Complete listing; Note: Format will be computer printout with abstracts.

7. SEARCH REQUIREMENT:

Curriculum/concept/skill area Money Skills

Exceptionality EMR

Age 14-16 Grade Level 9 Reading Level 3-7

Interest Level junior high Ability Level (math) 2-4

FORMAT: (x)Any ( )Book ( )Workbook ( )Manipulative ( )Game ( )Puzzle
( )Transparencies/Visuals ( )Film ( )Filmstrip ( )Record/Audiocassette
( )Other (specify) especially kits

Any known appropriate materials: Money Skills - Society for Visual Education

Other:

PRISE REQUEST FORM B (NIMIS)

Search No.
Log No.
Log Out

PRISE Liaison: Complete sections 1 through 7

1. Name Mrs. Wanda Smith
Title Special Education Teacher
School District Council Rock
School/Agency Council Rock H.S.
Address Swamp Road
City Newtown State Pa.
Zip 18940 Phone 968-4721 Ext.255

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
(X) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other

3. I.U. Name/Number Bucks/22
Date Received 9/12/78
Date Required 10/20/78
Date Forwarded 9/12/78
Liaison Sally Dunbalm

4. Concise statement of problem. Underline key words.

Instructional materials for teaching use of money to junior high EMR students.

5. PURPOSE:

( ) Selection of Materials for: __ Individual use; X Classroom use; __ Inservice/workshops; __ Resource center; __ Curriculum planning;
( ) Research;
( ) Other

6. SEARCH RESULT:

Quantity: (X) Few selected references; ( ) Complete listing; Note: Format will be computer printout with abstracts.

7. SEARCH REQUIREMENT:

Curriculum/concept/skill area
Money Skills

Exceptionality EMR
Age 14-16 Grade Level 9 Reading Level 3-7
Interest Level junior high Ability Level (math) 2-4

FORMAT: (X) Any; ( ) Book; ( ) Workbook; ( ) Manipulative; ( ) Game; ( ) Puzzle;
( ) Transparencies/Visuals; ( ) Film; ( ) Filmstrip; ( ) Record/Audiocassette;
( ) Other (specify)
especially kits

Any known appropriate materials:
Money Skills - Society for Visual Education

Other:

Form B P-1 White — PRISE Canary — PRISE Liaison 9/78 CN

IV. Liaison Forwards Request to Prise

V. Prise Searcher Validates Request

VI. Prise Searcher Compiles Information Package

VII. Prise Searcher Forwards Information
Response to Client

VIII. Prise Searcher Notifies Liaison of Completed Request

PRISE

1013 West Ninth Avenue
King of Prussia, Pennsylvania 19406
215/265-7321

Request Received:
Mailed:

Client: _____

Liaison: _____

Enclosed is information you requested from PRISE.

Topic of request: _____

( ) Review of the literature (includes bibliography and reprints)

( ) Computer printout (includes abstracts)

( ) PRISE bibliography

( ) Selected reprints (articles/excerpts/abstracts)

( ) Other

( ) Evaluation form enclosed. Please complete and return to PRISE.

( ) Referral

( ) We are pleased to inform you of our new procedure for taking information requests. Please consult the enclosed PRISE brochure for a description of this procedure and for the name of your new PRISE contact person.

( ) See note below for further explanation.

We hope you will find the enclosed material of value to you in your work.

Searcher: _____

NOTE:

SECTION VIII

SIMULATION ACTIVITIES

This portion of the training was designed to provide participants with "hands on" experience in client negotiation and taking an information request. Simulations represented a variety of actual requests received by PRISE.

INTRODUCTION

I. Dramatization/Simulation (PRISE LIAISON TRAINING)

A. Dramatization

1. Trainers will present a model interview between a PRISE Liaison and a Client.

2. Group will engage in a discussion of negotiation process skills and techniques.

B. Simulation

1. Small group exercise--Three participants rotate in roles of PRISE Liaison, Client and Observer alternately receiving, presenting and evaluating the negotiation of a real client problem.

II. Liaison Role

A. To take Client's information request

1. Try to establish a rapport with the client and maintain a positive interaction during the interview.

2. Use the Search Request Form to help you structure the interview to determine the client's information request and then record the request on the appropriate form.

III. Client Role

A. To request information through the PRISE Liaison

1. Read through the information problem as stated on the search request form.

2. Use this statement to respond to the Liaison's questions concerning your information request. Improvise a brief response if Liaison asks for information which is not included on your form.

3. Answer the questions only as the Liaison asks them. Don't volunteer information.

IV. Observer Role

A. To observe, listen to and evaluate the search request interaction between PRISE Liaison and Client.

1. Read through observer checklist.

2. Use the checklist to identify what behaviors you should be observing.

3. Following the simulation, provide feedback to Liaison and Client.

4. Do not take any active part in their interaction.

OBSERVER CHECKLIST

1. Liaison/Client Communication

   - was a good rapport established?

   - was the Liaison helpful?

   - was the client cooperative?

2. Description of Client

   Did the Liaison obtain sufficient information to determine:

   - client's position, place of employment, address?

   - client's eligibility?

   - date information is needed

     (Did Liaison inform client of possible turn-around time?)

3. Accurate Statement of Request

   Did the Liaison:

   - listen carefully to the client's question?

   - help the client clarify his/her information problem?

   - communicate to the client an understanding of the question by restating the problem correctly?

   - encourage the client to be as specific as possible?

4. Purpose of Request

   Did the Liaison:

   - ask the client how the information will be used and why it is needed?

5. Type of Information Required

   Did the Liaison:

   - discuss various format options available?

   - explain that the PRISE Searcher will select the response format based on client preference and existing resources?

6. Additional information

Did the Liaison:

- consult the client regarding relevant authors, books, articles?

- determine what resources the client may have already consulted?

7. Client satisfaction

- at the end of the interview, did the client appear satisfied with the information request process?

PRISE REQUEST FORM B (NIMIS)

SIMULATION

Search No.
Log No.
Log Out

PRISE Liaison: Complete sections 1 through 7

1. Name Ms. Jane Doe
   Title Teacher
   School District Middletown
   School/Agency Middletown H. S.
   Address Main Street
   City Any City State Pa.
   Zip 18100 Phone 717-123-4567

2. POSITION:
   ( ) Administrator/Supervisor ( ) Therapist
   (X) Teacher ( ) Psychologist
   ( ) State Agency Staff
   ( ) Support Staff/Special Education Facility
   ( ) Other

3. I.U. Name/Number 30
   Date Received 8/15/78
   Date Required 8/29/78 (need for fall semester)
   Date Forwarded 8/15/78
   Liaison Your Name

4. Concise statement of problem. Underline key words.
   Materials for teaching travel skills to adolescent and young adult trainable mentally retarded students who are being prepared for normalization.

5. PURPOSE:
   ( ) Selection of Materials for: __ Individual use; __ Classroom use; __ Inservice/workshops; __ Resource center; X Curriculum planning;
   ( ) Research;
   (X) Other Setting up a unit on developing independent travel skills

6. SEARCH RESULT:
   Quantity: ( ) Few selected references; (X) Complete listing; Note: Format will be computer printout with abstracts.

7. SEARCH REQUIREMENT:
   Curriculum/concept/skill area
   Travel training: map skills, schedule reading, money changing, time, safety, functional signs, social skills--all survival areas.
   Exceptionality Trainable mentally retarded
   Age 15-21 Grade Level 7-12 Reading Level 1st-2nd grade
   Interest Level Junior High-up Ability Level (math) 1st-2nd grade
   FORMAT: ( ) Any; ( ) Book; ( ) Workbook; (X) Manipulative; (X) Game; ( ) Puzzle;
   (X) Transparencies/Visuals; ( ) Film; (X) Filmstrip; (X) Record/Audiocassette;
   ( ) Other (specify)
   Teacher has workbook series and is looking for supplementary materials.
   Any known appropriate materials:
   Not familiar with any supplementary materials.
   Other:

PRISE REQUEST FORM A

SIMULATION

Search No.
Log No.
Log Out

PRISE Liaison: Complete sections 1 through 7

1. Name: Dr. John Doe

Title: Principal

School District: Lower Rock Creek

School/Agency: Rock Creek Middle School

Address: Rock Creek Road

City: Westville State: Pa.

Zip: 00123 Phone: 212-765-4321

2. POSITION:
(X) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other

3. I.U. Name/Number: 30

Date Received: 4/25/78

Date Required: 6/15/78

Date Forwarded: 4/25/78

Liaison: (Your name)

4. Concise Statement of Request. Underline Key Words.

Techniques for management including placement options (such as resource room, mainstreaming, self-contained classrooms) for emotionally disturbed middle school students. Wants behavior management and teaching techniques.

5. PURPOSE:

(X) Administrative planning; ( ) Classroom instruction; ( ) Curriculum development; ( ) Evaluation;
( ) Program development; ( ) Proposal developments/Grants ( ) Staff development/Inservice;
( ) Other

to find best teaching situation for controlling disruptive students

6. SEARCH RESULT:

Quantity/Format - ( ) Computer printout (includes abstracts); ( ) Prise bibliography; ( ) Few selected articles;
(X) Review of literature (includes bibliography and articles)

Level - (X) General overview; ( ) Technical; ( ) Both

7. Additional Instructions/Information:

Exceptionality: ED (emotionally disturbed)

Chronological age: 11 - 14 Grade Level: 6 - 8

Any known relevant citations/authorities

Hewett, Engineered Classroom

Sources consulted by client

Time span: (X) 5 Years; ( ) Other

Other

Form A P-1 White — PRISE 64 Canary — PRISE Liaison 9/78 CN

PRISE REQUEST FORM A

SIMULATION

Search No.
Log No.
Log Out

PRISE Liaison: Complete sections 1 through 7

1. Name: Jane Doe (Dr., Mr., Mrs., Ms.)
   Title: Program Developer
   School District: Great Valley
   School/Agency: Valley Middle School
   Address: Windmill Road
   City: Great Valley State: Pa.
   Zip: 10001 Phone: 215-648-1234

2. POSITION:
   ( ) Administrator/Supervisor ( ) Therapist
   (X) Teacher ( ) Psychologist
   ( ) State Agency Staff
   ( ) Support Staff/Special Education Facility
   ( ) Other

3. I.U. Name/Number: 30
   Date Received: 2/10/78
   Date Required: Mid April
   Date Forwarded: 2/10/78
   Liaison: (Your name)

4. Concise Statement of Request. Underline Key Words.
   Information and instructional materials for teaching sex education and sexual development (reproduction, human sexuality, birth control) to pre-adolescent and adolescent EMR and TMR students.

5. PURPOSE:
   ( ) Administrative planning; ( ) Classroom instruction; (X) Curriculum development; ( ) Evaluation;
   ( ) Program development; ( ) Proposal developments/Grants ( ) Staff development/Inservice;
   (X) Other
   Special assignment to update and revise an existing curriculum

6. SEARCH RESULT:
   Quantity/Format - (X) Computer printout (includes abstracts); ( ) Prise bibliography; ( ) Few selected articles;
   (X) Review of literature (includes bibliography and articles)
   Level - ( ) General overview; ( ) Technical; (X) Both

7. Additional Instructions/Information:
   Exceptionality: Educable Mentally Retarded, Trainable Mentally Retarded
   Chronological age: 12-18 Grade Level: Middle school and up
   Any known relevant citations/authorities
   Sol Gordon
   Sources consulted by client: SEICUS
   Time span: (X) 5 Years; ( ) Other
   Other

PRISE REQUEST FORM B (NIMIS)

SIMULATION

Search No.
Log No.
Log Out

PRISE Liaison: Complete sections 1 through 7

1. Name Jane Doe

Title

School District

School/Agency

Address

City State

Zip Phone

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other

3. I.U. Name/Number

Date Received

Date Required

Date Forwarded

Liaison

4. Concise statement of problem. Underline key words.

(See Form A (attached)

5. PURPOSE:

( ) Selection of Materials for: __ Individual use; __ Classroom use; __ Inservice/workshops; __ Resource center; X Curriculum planning;
( ) Research;
( ) Other

6. SEARCH RESULT:

Quantity: ( ) Few selected references; (X) Complete listing; Note: Format will be computer printout with abstracts.

7. SEARCH REQUIREMENT:

Curriculum/concept/skill area

(Sex education (reproduction, human sexuality, birth control)

Exceptionality Educable Mentally Retarded, Trainable Mentally Retarded

Age 12-18 Grade Level Middle School and up Reading Level

Interest Level Elementary - up Ability Level Elementary - up

FORMAT: (X) Any; ( ) Book; ( ) Workbook; ( ) Manipulative; ( ) Game; ( ) Puzzle;
( ) Transparencies/Visuals; ( ) Film; ( ) Filmstrip; ( ) Record/Audiocassette;
( ) Other (specify)

Any known appropriate materials:

66

Other:

PRISE REQUEST FORM A

SIMULATION

Search No.
Log No.
Log Out

PRISE Liaison: Complete sections 1 through 7

1. Name Jean Doe

Title Speech and Language Supervisor

School District Beacon

School/Agency Beacon Jr. High

Address Mountain Avenue

City Spring City State Pa.

Zip 19102 Phone 234-1514

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
(X) Other Speech therapist

3. I.U. Name/Number 30

Date Received 9/12/78

Date Required ASAP

Date Forwarded 9/12/78

Liaison (Your name)

4. Concise Statement of Request. Underline Key Words.

Non-verbal language methods for aphasic adolescents who have no oral communication skills. Interested in Blissymbols, communication boards, etc.

5. PURPOSE:

( ) Administrative planning; (X) Classroom instruction; ( ) Curriculum development; ( ) Evaluation;
( ) Program development; ( ) Proposal developments/Grants ( ) Staff development/Inservice;
( ) Other

To teach non-verbal method of communication to an aphasic adolescent who once spoke and has internal language but lost speech through trauma.

6. SEARCH RESULT:

Quantity/Format - ( ) Computer printout (includes abstracts); ( ) Prise bibliography; ( ) Few selected articles;
(X) Review of literature (includes bibliography and articles)

Level - ( ) General overview; ( ) Technical; (X) Both

7. Additional Instructions/Information:

Exceptionality aphasic (brain injured at age 11)

Chronological age 15 Grade Level 7

Any known relevant citations/authorities

Sources consulted by client

Time span: ( ) 5 Years; ( ) Other

Other May find information in the cerebral palsy or severely physically handicapped literature.

PRISE REQUEST FORM A

SIMULATION

Search No.
Log No.
Log Out

PRISE Liaison: Complete sections 1 through 7

1. Name: Mr. James Doe

   Title: Coordinator, Work/Study Program

   School District: Suburban School District

   School/Agency: Bartlett School

   Address: Pear Drive

   City: Endicott State: Pa.

   Zip: 19222 Phone: 854-3200 Ext. 43

2. POSITION:
   - ( ) Administrator/Supervisor
   - ( ) Therapist
   - (X) Teacher
   - ( ) Psychologist
   - ( ) State Agency Staff
   - ( ) Support Staff/Special Education Facility
   - ( ) Other

3. I.U. Name/Number: 30

   Date Received: 11/1/78

   Date Required: Mid December

   Date Forwarded: 11/1/78

   Liaison: (Your name)

4. Concise Statement of Request. Underline Key Words.

   Use of a token economy system with play money as the token. Needs information to manage behavior and to teach money skills to trainable mentally handicapped. Wants information and materials.

5. PURPOSE:

   ( ) Administrative planning; (X) Classroom instruction; ( ) Curriculum development; ( ) Evaluation;
   ( ) Program development; ( ) Proposal developments/Grants ( ) Staff development/Inservice;
   ( ) Other

6. SEARCH RESULT:

   Quantity/Format - ( ) Computer printout (includes abstracts); ( ) Prise bibliography; ( ) Few selected articles;
   ( ) Review of literature (includes bibliography and articles)

   Level - ( ) General overview; ( ) Technical; ( ) Both

7. Additional Instructions/Information:

   Exceptionality: Trainable mentally handicapped

   Chronological age: 12 - adult Grade Level: Junior High - up

   Any known relevant citations/authorities

   Sources consulted by client

   Time span: ( ) 5 Years; ( ) Other

   Other

PRISE REQUEST FORM B (NIMIS)

SIMULATION

Search No.
Log No.
Log Out

PRISE Liaison: Complete sections 1 through 7

1. Name Mr. James Doe

Title

School District

School/Agency

Address

City State

Zip Phone

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other

3. I.U. Name/Number

Date Received

Date Required

Date Forwarded

Liaison

4. Concise statement of problem. Underline key words.

See Form A

5. PURPOSE:

( ) Selection of Materials for: __ Individual use; X Classroom use; __ Inservice/workshops; __ Resource center; __ Curriculum planning;
( ) Research;
( ) Other

6. SEARCH RESULT:

Quantity: ( ) Few selected references; (X) Complete listing; Note: Format will be computer printout with abstracts.

7. SEARCH REQUIREMENT:

Curriculum/concept/skill area Money Skills

Exceptionality Trainable mentally handicapped

Age 12-adult Grade Level Junior High-up Reading Level 1st or 2nd grade

Interest Level 12-adult Ability Level (math) 1st or 2nd grade

FORMAT: ( ) Any; ( ) Book; ( ) Workbook; (X) Manipulative; (X) Game; ( ) Puzzle;
( ) Transparencies/Visuals; ( ) Film; ( ) Filmstrip; ( ) Record/Audiocassette;
( ) Other (specify)

Kits using play money

Any known appropriate materials:

Pay the Cashier, Garrard Publishing Co.

Other:

SECTION IX

SUGGESTIONS FOR GETTING STARTED

This discussion focused on Liaison activities for implementing the new dissemination system, and demonstrated how PRISE would be supporting these activities.

As part of the PRISE support, handouts were provided to each Liaison. These included both supplies, i.e., multiple copies of the PRISE brochure, information request forms, and postage paid, addressed envelopes, as well as resource aids, i.e., the ERIC, Psychological Abstracts, NIMIS thesauri and the NIMIS/NICSEM Master Catalog of information. Duplicate copies of the PRISE slide/tape presentation were also made available to the Liaisons for use in their own Intermediate Unit awareness activities.

SUGGESTIONS FOR GETTING STARTED

AS A PRISE LIAISON

Liaison Activities	PRISE Support
1. Organize for processing requests	PRISE will begin referring clients to Liaison
Establish system for phone messages	
Set up file for search requests and follow-up correspondence	PRISE will maintain back-up files of search requests
	PRISE will notify Liaison when request is completed
2. Publicize PRISE services	
Attend meetings	PRISE will provide a duplicate of the slide/tape presentation on request
Discuss during field contacts	
Distribute brochures	PRISE will provide and also distribute brochures
Announce in IU newsletter	PRISE will announce new Dissemination Management System in PRISE Reporter
	PRISE will send awareness mailing to Special Education Directors
3. Maintain ongoing communication with PRISE	PRISE will provide training follow-up as required
Request supplies	PRISE Searcher will regularly contact Liaison
Discuss questions, problems, etc.	

SECTION X

HANDBOOK

The handbook was compiled to provide the Liaisons with a reference guide to PRISE services, policies, procedures and resources.

PRISE

pennsylvania resources and information center for special education

LIAISON HANDBOOK

november 1978

kathleen s. ewell, project director
carole l. norris, project supervisor

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PURPOSE

The role of a PRISE Liaison is a key part of the special education dissemination system being established in Pennsylvania. The purpose of this handbook is to assist you in your role as a PRISE Liaison within your Intermediate Unit by providing you with a reference guide to PRISE services, policies, procedures, and resources.

The PRISE Philosophy

The dissemination of information is an essential ingredient in educational change and decision making. The mandates of P.L. 94-142 have further amplified the importance of dissemination in special education.

Since the word dissemination has various meanings, PRISE has adopted the definition of dissemination developed by the Interstate Project on Dissemination (1976) to represent our use of the term. It reads:

Dissemination is a two-way sharing process:

- for communicating educational needs, problems, solutions, and information among educational practitioners, decision-makers, and knowledge producers; and
- for facilitating rational consideration and the appropriate utilization of the outcomes of research development, effective educational practice, and other knowledge that can be used for the improvement of education.

By developing a more efficient delivery system for its information services, PRISE hopes to enhance the role of dissemination in special education, and to build a framework for implementing the elements of this definition.

What is PRISE?

The Pennsylvania Resources and Information Center for Special Education (PRISE) is a statewide information dissemination program for special education. PRISE provides information of all kinds in response to questions from special educators. For example, a special education teacher may request information on a new instructional technique, or an administrator might ask for reference material on planning an entire special education program. PRISE can provide information about curriculum trends, legislation, best practices, experts in the field, or any other area in special education.

Who is eligible for PRISE services?

Services are available free of charge to teachers, administrators, and other special education personnel working in approved Pennsylvania school programs for exceptional students. Requests will be processed only for clients who meet these requirements.

What happens if a client who is NOT eligible requests services?

Sometimes a person who is not eligible for PRISE services may contact you. A few examples of those not eligible for PRISE services include:

1. College students, faculty, or any other higher education personnel.
2. Regular educators.
3. Private citizens, agencies, businesses, etc.

You should be able to briefly explain eligibility requirements to a client. A form letter has also been provided (see appendix) to assist you in responding to ineligible requests. If you have any questions about eligibility, contact PRISE directly. Remember, PRISE will process requests only for eligible clients.

What role does the PRISE liaison play in taking a request?

Frequently a person who needs information states the request in general terms. As a PRISE Liaison, your role is to help focus the request by drawing out the specific details and recording all of the information on the PRISE request forms. The more specific the statement of the client's request, the more relevant will be the information they receive. A concise, accurate statement of an information request is vital to the person who will be doing the information search.

For example, a client may first ask for general information about learning disabilities. By using the PRISE Request Form and asking other key questions, you may discover that the request which you sent to PRISE reads:

> "Screening devices for identification of learning disabilities/preschool-grade 3/bibliography only."

The PRISE Request Forms have been designed to help you refine any type of question easily, regardless of your own area of expertise.

What happens when PRISE receives the request?

At PRISE, a searcher examines the Request form, checks eligibility, and structures the search. When you send a form with complete client information and a clear, concise statement of the information request, you facilitate this step of the information retrieval process. If the form is incomplete or unclear, the searcher will need to contact either you or the client for additional information.

What information resources are available through PRISE?

PRISE has access to a variety of information sources. Computerized data bases are one major source of information. A few of those most frequently searched are:

Educational Resources Information Center (ERIC)

Exceptional Child Education Resources

Psychological Abstracts

National Instructional Materials Information System (NIMIS)

In addition, PRISE information resources include an extensive collection of books, journals, indexes, curriculum guides, and other documents. PRISE also has contacts with special education consultants in the field.

What types of information does PRISE provide?

The format of the PRISE information response varies with the resources used by the PRISE searcher. The client may receive a computer produced bibliography with abstracts, a PRISE bibliography, selected articles, or a combination of these. The PRISE information package is sent directly to the client.

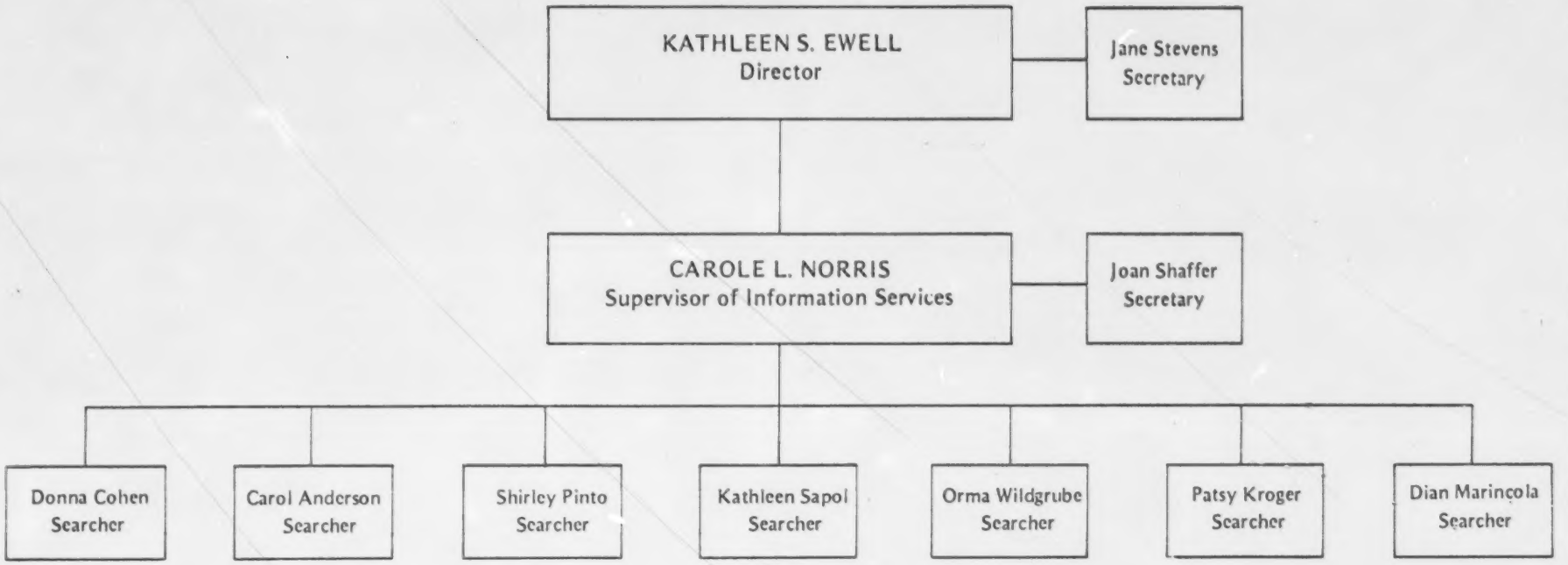
APPENDIX

GLOSSARY OF TERMS

Client	A person who makes an information request.
Computer printout	A computer produced bibliography.
Computer search	A way to retrieve information by using an interactive computer system.
Data base	A source of information usually indexed in print form or available through a computerized information retrieval system.
Descriptors	Specific controlled vocabulary used to retrieve information or used in the statement of the request.
Information dissemination	The two-way process of sharing knowledge.
Information package	The information which is sent to the client in response to a specific request.
Information retrieval	The process of finding information in response to a request.
PRISE	Pennsylvania Resources and Information Center for Special Education.
PRISE liaison	An information consultant in an intermediate unit who is skilled in taking information requests.
PRISE Reporter	A newsletter published six times per year which highlights trends in special education by exceptionality area (mental retardation, learning disabilities, emotionally disturbed, visually handicapped, physically handicapped, speech/hearing handicapped).
PRISE Searcher	A staff member of PRISE who retrieves the information for a search request.
Search request	A clear, concise statement of the information needed by the client.

PRISE Organization Chart

1013 W. Ninth Avenue
King of Prussia, Pa. 19406
(215) 265-7321



Funded By: Pennsylvania Bureau of Special Education, Division of Federal Programs and Special Projects
Sponsored By: Montgomery County Intermediate Unit #23

PRISE Liaison List

Mrs. Lynn McDowell
Information Manager
Intermediate Unit # 1
1148 Wood Street
California, Pa. 15419
(412-938-3241)

Mr. Bruce Bishoff
Pittsburgh-Mt. Oliver IU # 2
Allegheny Intermediate Unit # 3
REACH
5347 Flynn Highway
Gibsonia, Pa. 15044
(412-443-7821)

Ms. Virginia Lind
IEP Coordinator
Midwestern IU # 4
Maple Street
Grove City, Pa. 16127
(412-458-6700)

Dr. John P. Jarvie
Program Specialist
Ms. Linda Cook
Library Media Examination Center
Northwest Tri-County IU # 5
252 Waterford Street
Edinboro, Pa. 16412
(814-734-5610)

Mr. DeWayne Greenlee
Program Supervisor
Clarion Manor IU # 6
Route 322 East
Shippenville, Pa. 16254
(814-782-3011)

Dr. Harrie E. Caldwell
Curriculum Development
Westmoreland IU # 7
15 West Third Street
Greensburg, Pa. 15601
(412-836-0351)

Mr. Joseph Tarris
Assistant Executive Director
Appalachia IU # 8
119 Park Street
Ebensburg, Pa. 15931
(814-472-7690)

Mr. Robert Porkalob
IEP Coordinator
Seneca Highlands IU # 9
119 Mechanic Street
Smethport, Pa. 16749
(814-887-5512)

Ms. Veronica Pasko
Prescriptive Materials Specialist
Central IU # 10
Radio Park, RD # 1
Philipsburg, Pa. 16866
(814-342-0884)

Ms. Kathy Stimely
Information Manager
Tuscarora IU # 11
RD # 1, Box 70-A
McVeytown, Pa. 17051
(814-542-2501)

Mr. Warren J. Risk
IEP Coordinator
Lincoln IU # 12
P.O. Box # 70
New Oxford, Pa. 17350
(717-624-4616)

Mrs. Joyce Shopp, Supervisor
Instructional Support Services
Lancaster-Lebanon IU # 13
1110 Enterprise Road
East Petersburg, Pa. 17520
(717-569-7331)

Dr. Rona Simek
IEP Coordinator
Berks County IU # 14
3010 St. Lawrence Avenue
Reading, Pa. 19606
(215-779-1551)

Dr. Annette L. Rich, Director
Mrs. Janet L. Townsend,
Administrative Assistant
Central Pa. Special Education
Regional Resource Center
Capital Area IU #15
5601 North Front Street
Harrisburg, Pa. 17110
(717-599-5771)

Ms. Vicki Mihalik
IEP Coordinator
Central Susquehanna IU # 16
Box 213
Lewisburg, Pa. 17837
(717-524-4431)

Mr. Joseph A. Klein
Supervisor, Special Classes
BLAST IU # 17
RD # 1
Towanda, Pa. 18848
(717-323-8561)

Ms. Loretta Farris, Director
Library Media Exam. Center
Ms. Barbara Law
Library Assistant
Luzerne IU # 18
368 Tioga Avenue
Kingston, Pa. 18704
(717-287-9681)

Mrs. Susan Button
Northeastern Educational IU # 19
Washington School
159 Bellman
Throop, Pa. 18512
(717-344-9233)

Ms. Yvonne K. Figlioli
Information Manager,
Preschool Program
Colonial Northampton IU # 20
299 Industrial Park Road
P.O. Box 179
Nazareth, Pa. 18064
(215-759-7600)

Mrs. Sandra L. Bakow
IEP Trainer
Carbon-Lehigh IU # 21
2370 Main Street
Schnecksville, Pa. 18078
(215-799-4111)

Mrs. Toba S. Knobel
IEP Specialist
Bucks County IU # 22
Cross Keys Building
Routes 611 & 313
Doylestown, Pa. 18901
(215-348-2940)

As of 11/8/78

Mrs. Cyd McCord, IEP Coor.
Ms. Sharon Wayland, IEP Coor.
Chester County IU # 24
Educational Service Center
1530 E. Lincoln Highway
Coatesville, Pa. 19341
(215-383-5800)

Ms. Judy Quenzel
Assistant IEP Coordinator
Delaware County IU # 25
6th & Olive Streets
Media, Pa. 19063
(215-565-4880)

PRISE Liaison List (continued)

Mr. Stanford Frand
Personnel Development Activities
Ms. Naomi H. Boyer, Supervisor
Division of Special Education
Philadelphia School District IU # 26
Room 303
13th & Spring Garden Streets
Philadelphia, Pa. 19123
(215-627-8414)

Mr. Robert Italia
Supervisor, Special Classes
Beaver Valley IU # 27
1260 North Brodhead Road
Monaca, Pa. 15061
(412-774-7800)

Ms. Lisa C. Reese
Information Manager
Arin IU # 28
P.O. Box 175
Route 422
Shelocta, Pa. 15774
(412-354-3111)

Mr. Drew Toborowski
Information Manager
Schuylkill County IU # 29
308 S. Centre Street
Pottsville, Pa. 17901
(717-628-5687)

PRISE REQUEST FORM A

Search No. _____
Log No. _____
Log Out _____

PRISE Liaison: Complete sections 1 through 7

1. Name _____

Title _____

School District _____

School/Agency _____

Address _____

City _____ State _____

Zip _____ Phone _____

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other _____

3. I.U. Name/Number _____

Date Received _____

Date Required _____

Date Forwarded _____

Liaison _____

4. Concise Statement of Request. Underline Key Words. _____

5. PURPOSE:

( ) Administrative planning; ( ) Classroom instruction; ( ) Curriculum development; ( ) Evaluation;
( ) Program development; ( ) Proposal developments/Grants ( ) Staff development/Inservice;
( ) Other _____

6. SEARCH RESULT:

Quantity/Format - ( ) Computer printout (includes abstracts); ( ) Prise bibliography; ( ) Few selected articles;
( ) Review of literature (includes bibliography and articles)

Level - ( ) General overview; ( ) Technical; ( ) Both

7. Additional Instructions/Information:

Exceptionality _____

Chronological age _____ Grade Level _____

Any known relevant citations/authorities _____

Sources consulted by client _____

Time span: ( ) 5 Years; ( ) Other _____

Other _____

Form A P-1 White — PRISE Canary — PRISE Liaison 9/78 CN

PRISE Liaison: Complete sections 1 through 7

Log No. _____
Log Out _____

1. Name _____

Title _____

School District _____

School/Agency _____

Address _____

City _____ State _____

Zip _____ Phone _____

2. POSITION:
( ) Administrator/Supervisor ( ) Therapist
( ) Teacher ( ) Psychologist
( ) State Agency Staff
( ) Support Staff/Special Education Facility
( ) Other _____

3. I.U. Name/Number _____

Date Received _____

Date Required _____

Date Forwarded _____

Liaison _____

4. Concise statement of problem. Underline key words. _____

5. PURPOSE:

( ) Selection of Materials for: ___Individual classroom use; ___Inservice/workshops; ___Resource center; ___Curriculum planning;
( ) Research;
( ) Other _____

6. SEARCH RESULT:

Quantity: ( ) Few selected references; ( ) Complete listing; Note: Format will be computer printout with abstracts.

7. SEARCH REQUIREMENT:

Curriculum/concept/skill area _____

Exceptionality _____

Age _____ Grade Level _____ Reading Level _____

Interest Level _____ Ability Level _____

FORMAT: ( ) Any; ( ) Book; ( ) Workbook; ( ) Manipulative; ( ) Game; ( ) Puzzle;
( ) Transparencies/Visuals; ( ) Film; ( ) Filmstrip; ( ) Record/Audiocassette;
( ) Other (specify) _____

Any known appropriate materials: _____

Other: _____

Form B P-1 White — PRISE 85 Canary — PRISE Liaison 9/78

SAMPLE

Computer Printout

AN ED149554.
IN GEORGE WASHINGTON UNIV. WASHINGTON, D.C. INST. FOR EDUCATIONAL LEADERSHIP. NATIONAL PUBLIC RADIO, WASHINGTON, D.C. (BBB09521; BBB11427).
TI HANDICAPPED CHILDREN IN THE CLASSROOM: PROGRAM NO. 97.
SO NOV 77.
IS RIEJUN78.
CH EC103871.
PR EDRS PRICE MF-$0.83 HC-$1.67 PLUS POSTAGE.
NT 24P. A WEEKLY SERIES BROADCAST BY MEMBER STATIONS OF NATIONAL PUBLIC RADIO (NOVEMBER 7, 1977 FROM OPTIONS IN EDUCATION).
YR 77.
MJ HANDICAPPED-CHILDREN PEER-ACCEPTANCE REGULAR-CLASS-PLACEMENT TEACHER-ATTITUDES.
MN ELEMENTARY-SECONDARY-EDUCATION INDIVIDUALIZED-PROGRAMS PEER-RELATIONSHIP RADIO.
AB PRESENTED IS THE TRANSCRIPT OF A RADIO PROGRAM ON HANDICAPPED CHILDREN IN THE CLASSROOM. THROUGH INTERVIEWS WITH STUDENTS, TEACHERS, PARENTS, AND STATE AND LOCAL OFFICIALS, THE PROGRAM TOUCHES ON PEER ACCEPTANCE, TEACHER TRAINING, PROBLEMS WITH MAINSTREAMING, TEACHER CONCERNS ABOUT INDIVIDUALIZED EDUCATION PROGRAMS (IEPS), PARENT RIGHTS, AND THE FEELINGS AND REACTIONS OF HANDICAPPED CHILDREN.

AN ED149543.
AU GOLDMAN, LEO. FLUGMAN, BERT.
IN CITY UNIV. OF NEW YORK, N.Y. INST. FOR RESEARCH AND DEVELOPMENT IN OCCUPATIONAL EDUCATION. NEW YORK STATE EDUCATION DEPT. ALBANY. DIV. OF OCCUPATIONAL EDUCATION SUPERVISION. (BBB09260; BBB15303).
TI OCCUPATIONAL COUNSELING FOR PHYSICALLY HANDICAPPED STUDENTS: A DEMONSTRATION AND TRAINING PROJECT--PHASE II.
SO AUG 77.
IS RIEJUN78.
NO GN C76-48-74-. RN CASE 26-7-.
CH EC103861.
PR EDRS PRICE MF-$0.83 HC-$6.01 PLUS POSTAGE.
NT 118P. FOR RELATED INFORMATION, SEE EC 092 454 AND ED 132 811; SOME PAGES MAY NOT REPRODUCE CLEARLY DUE TO PRINT QUALITY.
YR 77.
MJ COUNSELOR-TRAINING DEMONSTRATION-PROJECTS HANDICAPPED-CHILDREN PHYSICALLY-HANDICAPPED VOCATIONAL-COUNSELING VOCATIONAL-DEVELOPMENT.
MN PROGRAM-DESCRIPTIONS PROGRAM-EVALUATION REGULAR-CLASS-PLACEMENT SECONDARY-EDUCATION.
AB REPORTED ARE RESULTS OF THE SECOND YEAR OF A DEMONSTRATION AND TRAINING PROJECT TO DEVELOP AND TEST A MODEL FOR TRAINING COUNSELORS TO PROMOTE THE VOCATIONAL DEVELOPMENT OF SECONDARY LEVEL SPECIAL EDUCATION STUDENTS. AN OVERVIEW OF THE PROJECT COVERS THE NEED FOR THE PROJECT, FEATURES OF THE NEW MODEL, PROGRAM OBJECTIVES (INCLUDING THE DESIGN OF AN OCCUPATIONAL COUNSELING PROGRAM FOR MAINSTREAMED PHYSICALLY HANDICAPPED HIGH SCHOOL STUDENTS), PRESERVICE ACTIVITIES (SUCH AS SELECTION OF THE SCHOOLS AND INTERNS), AND PROJECT CONFERENCES. OUTLINED IN A SECOND SECTION ARE SUCH PROGRAM COMPONENTS AS EMPHASIS ON WORK AND CAREER, A DEVELOPMENTAL/OUTREACH/ACTIVITIES APPROACH, FIELD TRIPS TO COLLEGES AND NON-ACADEMIC SCHOOLS, GUEST SPEAKERS, EVALUATION OF FIELD TRIPS AND SPEAKERS, DEVELOPMENT OF A NEWSLETTER, PARENT MEETINGS,

REGIONAL RESOURCES CENTER/PRISE

1013 West Ninth Avenue
King of Prussia, Pennsylvania 19406
215/265-7321

SAMPLE

PRISE Bibliography

#1334
October, 1978

B I B L I O G R A P H Y

on

TRAVEL AND MOBILITY TRAINING/MENTALLY RETARDED

Basic life functions instructional program model. Curriculum guide for children with exceptional educational needs. Madison, Wis.: Division for Handicapped Children, 1975.

Bender, M., & Valletutti, P. J. Teaching the moderately and severely handicapped: Curriculum objectives, strategies, and activities. Volume I: Behavior, self-care, and motor skills. Baltimore, Md.: University Park Press, 1976.

Brown, R. E. Parent guide to mobility training. Pointer, Fall 1974, 19(1), 72-73.

Certo, N., et al. Community transportation: Teaching severely handicapped students to ride a public bus system. Madison, Wisc.: Madison Public Schools, 1975.

Cortazzo, A., & Sansone, R. Travel Training. Teaching Exceptional Children, May 1969, 1(3), 67-82.

Curriculum materials for the trainable mentally retarded. San Francisco, Calif.: San Francisco Unified School District, 1967.

Gall, K. Serving the severely handicapped in a rural area. Bureau Memorandum, Fall 1974, 16(1), 5-6.

Haring, N. G., & Brown, L. J. (Eds.) Teaching the severely handicapped. Volume II. New York: Grune & Stratton, 1977.

Horner, R. H. Stimulus control, transfer and maintenance of upright walking posture with a severely retarded adult. Eugene: Oregon University, 1977. (ERIC No. ED 152 001)

Jordan, E. M. Development of a mobility training program for young adult trainable mentally handicapped clients at the Ray Graham training center. Maxi II practicum report. Fort Lauderdale, Fla.: Nova University, 1975. (ERIC No. ED 125 229)

SELECTED DATA BASES CURRENTLY AVAILABLE THROUGH PRISE

1978-1979

Data Base	Producer	Subject Area
DISSERTATION ABSTRACTS	University Microfilms	Multi-disciplinary
ERIC	National Institute of Education	Education
EXCEPTIONAL CHILD EDUCATION RESOURCES	Council for Exceptional Children	Handicapped/Gifted
INFORM	Data Courier, Inc.	Business Management Periodical Literature
MANAGEMENT CONTENTS	Management Contents, Inc.	Business Management
MEDLARS	National Library of Medicine (NLM)	Medicine, nursing, dentistry
NIMIS	National Information Center for Special Education Materials	Instructional materials for education of handicapped
NTIS	National Technical Information Service	Government reports, all areas
PSYCHOLOGICAL ABSTRACTS	American Psychological Association	Psychology and related fields
SOCIOLOGICAL ABSTRACTS	Sociological Abstracts, Inc.	Sociology and related disciplines
SOCIAL SCIENCE CITATION INDEX	Institute for Scientific Information	Social and behavioral sciences

BIBLIOGRAPHY OF RESOURCE AIDS

The documents listed below are provided to each of you primarily to help you in becoming familiar with the vocabularies of the data bases most frequently used by the PRISE Searcher. Some familiarity with these vocabularies will help you write clear, concise statements of problems.

Thesaurus of ERIC Descriptors, 7th Edition. 1977. 475 pp.

Available from:

MacMillan Information Corporation
866 3rd Avenue
New York, N.Y. 10022

Price: $9.95

A comprehensive list of educational subject headings. Used to search *Resources in Education* and *Current Index to Journals in Education* in the ERIC data base and *Exceptional Child Education Resources* in the Council for Exceptional Children data base.

*Useful for PRISE Request Form A.

Thesaurus of Psychological Index Terms, 2nd Edition. 1977. 302 pp.

Available from:

American Psychological Association
Psych INFO Subscription Service
1200 17th St., N.W.
Washington, D.C. 10036

Price: $12.00

A comprehensive list of psychological subject headings. Used to search the *Psychological Abstracts* data base.

*Useful for PRISE Request Form A.

Instructional Materials Thesaurus for Special Education, 3rd Edition. 1976. 65 pp.

Available from:

Ohio State University Press
Publications Sales Division
2070 Neil Avenue
Columbus, OH 43210

Price: $2.50

A list of subject headings relevant to special education instructional materials information. Used to search the NIMIS I (National Instructional Materials Information System) data base.

*Useful for PRISE Request Form B.

Master Catalog of NIMIS/NICSEM Special Education Information. 1978. 2 volumes.

Available from:

University of Southern California
NICSEM
University Park
Los Angeles, CA 90007

Price: $121.00

Contains the total NIMIS I data base of approximately 36,000 abstracts describing special education instructional materials.

*Useful for PRISE Request Form B. Provides familiarity with the kinds of information available through NIMIS I.

COOPERATING RESOURCE PROGRAMS

PRISE cooperates with other resource support programs in Pennsylvania to extend our information dissemination capabilities. As part of this effort, we are a component of the Pennsylvania Special Education Resource Network. We have also been designated as the Pennsylvania liaison to the National Information Center for Special Education Materials (NICSEM).

Cooperating resource programs include:

1. Special Education Regional Resource Centers (SERRCs)

   Dr. Hal Chew, Director
   Western Pennsylvania Special Education Resource
   and Instructional Materials Center
   5347 William Flynn Highway
   Gibsonia, Pennsylvania 15044
   Telephone: 412-443-7821

   Dr. Annette Rich, Director
   Central Pennsylvania Special Education Center
   5601 Front Street
   Harrisburg, Pennsylvania 17110
   Telephone: 717-599-5771

   Mrs. Kathleen S. Ewell, Director
   Eastern Pennsylvania Regional Resources Center
   for Special Education
   1013 West 9th Avenue
   King of Prussia, Pa. 19406
   Telephone: 215-265-7321

   Instructional media and materials for trial and loan, instructional materials information, and consultation on curriculum methods and materials are available regionally through three Special Education Regional Resource Centers (SERRCs) located in Pittsburgh, Harrisburg and King of Prussia.

2. National Learning Resource Center of Pennsylvania (NLRC/P)

   Dr. James B. Duffey, Director
   National Learning Resource Center of Pennsylvania
   500 Valley Forge Plaza
   1150 First Avenue
   King of Prussia, Pa. 19406
   Telephone: 215-265-3706

   The National Learning Resource Center of Pennsylvania (NLRC/P) provides technical assistance in the IEP process.

3. Coordination and Outreach Network for the Needs of Exceptional Children Today (CONNECT).

   Mr. Frederick M. Davis, Project Director
   CONNECT
   236 Union Deposit Mall
   Harrisburg, Pa. 17111
   Telephone: 717-783-3238

   Coordination and Outreach Network for the Needs of Exceptional Children Today (CONNECT) focuses on preschool resources, and the development of a statewide child tracking system.

4. Miss Elinor Long, Consultant
   Support Services for the Visually Handicapped
   Bureau of Special Education
   Commonwealth of Pennsylvania
   P.O. Box # 911
   Harrisburg, Pa. 17126
   Telephone: 717-787-4714

   Dr. Annette Rich, Director
   Pennsylvania Materials Center for the Visually Handicapped
   (PMCVH)
   5601 North Front Street
   Harrisburg, Pa. 17110
   Telephone: 717-599-5771

5. Mr. Robert Lent, Director
   Pennsylvania Materials Center for the Hearing Impaired
   (PMCHI)
   BLaST Intermediate Unit # 17
   469 Hepburn Street
   Hepburn Plaza
   Williamsport, Pa. 17701
   Telephone: 717-323-8561

   Harrisburg Office: 1-A North Progress Avenue
   Harrisburg, Pa. 17109
   Telephone: 717-783-3882

   Specialized materials and information for the visually handicapped and hearing impaired are available through the Pennsylvania Materials Center for the Visually Handicapped (PMCVH), and the Pennsylvania Materials Center for the Hearing Impaired (PMCHI).

6. Mr. Richard Brickley, Director
   Research and Information Services for Education (RISE)
   198 Allendale Road
   King of Prussia, Pa. 19406
   Telephone: 215-265-6056

   RISE is a statewide information center serving the Pennsylvania educational community. RISE also offers assistance to educators through the Pennsylvania Diffusion Plan and serves as the Pennsylvania State Facilitator for the National Diffusion Network.

7. National Information Center for Special Education Materials (NICSEM)

   Dr. Tom Risner, Project Director
   University of Southern California
   University Park
   Los Angeles, CA 90007
   Telephone: 800-421-8711

   NICSEM provides state education agencies, and their designated liaison, with information on the availability and use of instructional materials for handicapped children. This information is provided primarily through the National Instructional Materials Information Systems (NIMIS), a computerized data base operated by NICSEM.

REGIONAL RESOURCES CENTER/PRISE

1013 West Ninth Avenue
King of Prussia, Pennsylvania 19406
215/265-7321

Dear

The Pennsylvania Resources and Information Center for Special Education (PRISE) is a statewide information dissemination program, providing information in response to requests from special educators.

PRISE services are available free of charge to teachers, administrators and other special education personnel working in approved Pennsylvania school programs for exceptional students. According to funding regulations, individuals not eligible for PRISE services include: 1) college students, faculty, or any other higher education personnel, 2) regular educators, 3) private citizens, agencies, businesses, etc.

Because of these PRISE eligibility restrictions, we are unable to respond to your request. If you have any further questions regarding services, contact PRISE directly at 1013 W. Ninth Avenue, King of Prussia, Pennsylvania 19406, (215) 265-7321.

Sincerely,

PRISE Liaison

PRISE LIAISON TRAINING WORKSHOP EVALUATION

November, 1978

In order to obtain feedback on the benefits of the training program, please take a few moments to respond to the following questions. Thank you!

1. To what extent did the training session devote enough time to each of the following areas to provide you with the ability to:

	PLEASE CHECK APPROPRIATE RESPONSE		
	Too Much	Enough	Not Enough
a. explain PRISE services		22	1
b. explain your role as a project liaison		23	
c. determine client eligibility	4	19	
d. write a clear, concise statement of the information request		19	3
e. complete a PRISE information request form	2	18	2

2. To what extent did the slide presentation promote a clear understanding of the PRISE project and the types of services it provides?

not at all	slightly	moderately	substantially	greatly
		1	16	5

3. To what extent did the simulation on taking an information request provide a better understanding of the procedures involved in writing up such a request?

not at all	slightly	moderately	substantially	greatly
	1	7	8	6

4. How could the training session be improved in the future?

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_____

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5. Additional Comments:

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_____

PRISE LIAISON TRAINING WORKSHOP EVALUATION

4. How could the training session be improved in the future?

--- Divide into groups by past experience with PRISE. I felt I was hearing the same thing over and over which might have been necessary if I was not familiar with PRISE. I felt the workshop could have been completed in 1/2 day.

--- The entire workshop was well planned, timely and satisfied all of the stated goals. I would suggest that the area of communicating PRISE services to special educators needed more emphasis. The audio tape was an excellent introduction but what other support services will we receive?

--- A future training session may benefit those involved, if more time were spent in actual simulation of completing PRISE forms.

--- I can't think of anyway. I look forward to working with the project. Can I borrow the slide-tape presentation?

--- I felt that a great deal of time was spent on the form itself, which was not necessary.

--- Go into a little more detail in writing up a request form. It is a little hard when you're not a special education teacher to know all the different terms used.

--- How do you tell the masters how to improve an excellent presentation? (smiles) No one would make such an attempt, at least not I.

--- Technically and mechanically the training session was excellent. However, I did not think a workshop was necessary to disseminate the information we received. A good cover letter with the new forms would have been more than adequate for me.

--- More of a program ie additional speaker from dept. or etc.

--- Hard to improve - it was an organized, clear session.

--- I felt that the presentation was excellent! I came away from the workshop feeling confident and eager, but will not feel comfortable with concise, clear written summaries until I have completed a request!!

--- Re: 1.a. More examples of the various kinds of documents produced. More discussion of all components of state resource network (eg. CONNECT, NLRCP, PMCHI, etc.) and libraries for the blind so that liaison is in a better position to "direct traffic" that comes his/her way.

--- Provide a question and answer session at the end of the day.

--- I have no suggestions at this time.

Question #4 continued -

--- I don't know that it could. Trainers seemed adept at assessing present levels of trainees and adapting when necessary - adding or deleting sections to better suit us. Fast moving and to the point. I enjoyed it.

--- I was very pleased with the training sessions. They were very informative and to the point. We learned what we were supposed to learn.

--- It seemed sufficient to meet my needs at this time. May require more when actually confronted with a work load.

--- Perhaps more time might be spent on helping Liaisons learn to write clear, concise statements of requests. It seems that the "hands-on" activities were the most effective sessions.

5. Additional Comments:

--- The staff were well prepared but should not have allowed so many comments during their presentations. I felt some individuals did not allow them time or a chance to cover some materials.

--- I look forward to receiving additional training sessions.

--- Good clear presentation of information, mix in presentations, and beautiful materials. Hope you can be a resource to all special education groups giving inservices. Some we go to are terrible. Yours was superb.

--- I appreciated the effort put into the liaison training handbook and the other handout materials.

--- The workshop was excellent. I enjoyed every minute of it. However, there must be some slight changes on adjustments where Philadelphia is concerned, due to our mammoth size. How may we secure a set of the slides?

--- This was a well planned and delivered training program.

--- Thank you for a well-planned, informative session conducted by competent, pleasant people.

--- Do you have a catalog/listing of completed PRISE searches? Also, could you send back issues of the PRISE newsletter? I only have the last 2 issues.

--- Very well done and very well organized.

--- I felt the workshop was extremely well planned. It was refreshing to see fellow educators present a workshop in such a clear and to the point fashion. It was evident that all participants were well prepared and organized.

--- I thought the session was well planned.

--- All 'n all, a very worthwhile workshop! The energy and high-level enthusiasm of the presentors really kept my attention and made some otherwise "Dry" material very interesting. I also smoked fewer cigarettes there than at any other training session I've attended.

--- I look forward to receiving additional training sessions.

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